

Readers Workshop Unit of Study
12th Grade – Informational Reading



Analytical Reading of Multiple Sources: Inquiry and Problem Solving

Readers Workshop Unit of Study
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Readers Workshop Unit of Study

12th Grade – Informational Reading

Preface

The following unit supports and aligns to the Common Core State Standards. This research-based work is the outcome of a collective effort made by numerous secondary teachers from around the state of Michigan. Michigan Association of Intermediate School Administrators (MAISA) initiated a statewide collaborative project, bringing together educators from around the state to create and refine a K-12 English Language Arts model curriculum. The Independent Reading unit is situated as the opening reading unit of study within a yearlong sequence of reading units. The unit emphasizes students' recognizing reading comprehension, reader independence, and reader identity. The foundation of a reading identity and strategies to engage with text scaffold readers into the complexities of subsequent reading units that are focused deeply within the three main types of writing. Each unit within the MAISA yearlong model curriculum presents a string of teaching points that scaffold and spiral the content and skills. Units of study are structured to be student-centered rather than teacher-driven. Sessions emphasize student engagement and strive to simultaneously increase critical thinking and writing skills. Sessions are designed as a series of mini-lessons that allow time to read, practice, respond, and conference. Through summative and formative assessments specific to each unit, students will progress toward becoming independent thinkers and readers.

Significant input and feedback was gathered both in the initial conceptualizing of the unit and later revisions. Teachers from around the state piloted and/or reviewed the unit; their feedback and student artifacts helped in the revision process. Special thanks go to lead unit writers Linda Denstaedt, Leah Barnett, and Laura Mahler, who closely studied the CCSS, translated the standards into curriculum and practice, and revised with a close eye to classroom teacher feedback. Throughout the yearlong collaborative project, teachers who are reviewing units are finding how students' habits of mind have shifted from task-oriented to big-picture thinking, utilizing a critical literacy lens.

Informational Reading Learning Progressions Grades 6-8			
	6th	7th	8th
Analyzing Genre: Craft and Structure	<ul style="list-style-type: none"> Analyze the difference between narrative and informational text Analyze how informational-text features organize the elaboration of key ideas Analyze an author's shifts in structure while elaborating an idea 	<ul style="list-style-type: none"> Understand that authors present information in a variety of ways Locate specific information, and read to gather information Read purposely to explore new and unfamiliar concepts Build background knowledge about new topics 	<ul style="list-style-type: none"> Analyze the different structures of informational text Determine a central idea of a text, while analyzing its development over the course of the piece Provide an objective summary of the text Analyze how a text makes connections and distinctions between individuals, ideas or events
Developing Strategies for Close Reading: Key Ideas and Details	<ul style="list-style-type: none"> Determine a central idea and how it is developed Determine what is important Summarize a central idea Determine the meanings of specific words Determine an author's purpose and how it is conveyed 	<ul style="list-style-type: none"> Make connections to what they know and new information Use strategies to decode context of words they don't understand using clues in text Use effective strategies to navigate different structures of informational text 	<ul style="list-style-type: none"> Determine an author's point of view or purpose in a text Analyze what an author has explicitly said and what is implied in the text Evaluate textual evidence as it relates to the author's claim and determine supporting ideas Analyze how the author acknowledges and responds to conflicting evidence or viewpoints
Interacting with Multiple Texts: Integration of Knowledge and Ideas	<ul style="list-style-type: none"> Compare two authors' presentations of ideas 	<ul style="list-style-type: none"> Evaluate details and assess if they are relevant and support the central idea Examine one or more central idea and be able to provide a summary of the text using an author's presented evidence Analyze how two different authors advance their evidence to support the central idea in informational text 	<ul style="list-style-type: none"> Evaluate the different forms of informational text: i.e. print, digital, multimedia Analyze two or more texts on the same topic

Informational Reading Learning Progressions Grades 9-12				
	9th Grade Informational Text Structures and Features	10th Grade Core Democratic Values	11th Grade Bill of Rights	12th Grade Social Issues
Focus Range of Text Complexity to Increase Rigor	Current Events Magazine and news print texts	United States History Poetry, song, speech (video), photography, print article, digital website text, political cartoon and poster, U.S. foundational documents: speech (audio & print) and letters	Comparative View of Rights in America (Poetry, song), educational video, print text, graphs and charts, contemporary speech/transcripts, foundational legal documents, including <i>The Bill of Rights</i>	American and Global Social Issues Educational video, photographs, print text, infographics, foundational speech/transcripts, websites, poetry, and memoir
Developing Strategies for Close Reading: Key Ideas and Details	<ul style="list-style-type: none"> • Develop a multi-draft reading process for a range of current-event articles: magazine and news • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine a central idea or multiple central ideas of a text. • Analyze how the author uses text structure and text features to shape and refine specific details; provide an objective summary 	<ul style="list-style-type: none"> • Develop a multi-draft reading process for a range of informational texts: audio speech, print, cartoons/posters, and letters • Cite strong and thorough textual evidence to support analysis of history, political views, statements (position of America) and foundational (Constitutional) knowledge • Determine a central idea or multiple central ideas in sophisticated foundational documents • Analyze development of multiple central ideas over the course of the text, including how they emerge and are shaped and refined by specific details • Provide an objective summary of parts of a text to analyze how multiple ideas emerge and connect 	<ul style="list-style-type: none"> • Develop a multi-draft reading process for a range of informational texts: educational videos, print text, graphs and charts, speeches/transcripts, foundational legal documents • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Determine a central idea or multiple central ideas in sophisticated foundational documents • Analyze development of multiple central ideas over the course of the text, including how they emerge and are shaped and refined by specific details • Provide an objective summary of parts of a text to analyze how multiple ideas emerge and connect. 	<ul style="list-style-type: none"> • Develop a multi-draft reading process for a range of informational texts: educational videos, photographs, print texts, infographics, memoirs, poetry, and foundational speeches/transcripts • Cite strong and thorough textual evidence to support analysis of history, political views, statements (position of America) and foundational knowledge • Determine a central idea or multiple central ideas in sophisticated foundational documents • Analyze development of multiple central ideas over the course of the text, including how they emerge and are shaped and refined by specific details • Provide an objective summary of parts of a text to analyze how multiple ideas emerge and connect.
Analyzing Genre: Craft and Structure	<ul style="list-style-type: none"> • Identify and analyze types of structural organization • Identify and analyze types of text features • Identify, analyze, and evaluate the impact and effectiveness of these authoring decisions on meaning and author intent/central idea in current print media • Write an objective summary of parts of a text to identify the 	<ul style="list-style-type: none"> • Identify craft decisions that impact meaning and author intent/central idea: diction, academic, or historically relevant vocabulary • Identify details that create historical or factual context and develop and shape the central idea • Interpret words and phrases as they are used in a text or historical context and analyze how specific word choices shape meaning or tone to create audience response 	<ul style="list-style-type: none"> • Identify craft and structural decisions that impact meaning and author intent/central idea: diction, academic, legal, or historically relevant vocabulary. • Identify details that create historical or factual context that impact diction, identification of key details, and a central idea • Interpret words and phrases as they are used in a text or historical context and analyze how specific word choices 	<ul style="list-style-type: none"> • Identify craft decisions that impact meaning and author intent/central idea: diction, academic, or historically relevant vocabulary. • Identify details that create historical or factual context and develop and shape the central idea • Interpret words and phrases as they are used in a text or historical context and analyze how specific word choices shape meaning or tone to create audience response

	<p>function of the part and its relationship to other parts of the text</p> <ul style="list-style-type: none"> Identify and analyze diction for bias 	<ul style="list-style-type: none"> Develop strategies to accumulate a text in parts (chunks) that connect to make a key point, set historical background, develop or support a statement on the position of the United States or political/social claim Write an objective summary of parts of a text to identify the function of the part and its relationship to other parts of the text Assess how point of view or purpose shape the content and style of a text 	<p>shape meaning or tone to create audience response</p> <ul style="list-style-type: none"> Develop strategies to accumulate a text in parts (chunks) that connect to make a key point Write an objective summary to identify the function of the part and its relationship to other parts of the text Assess how the rhetorical features affect the content and style of a text Consider various points of view on a subject and how those alternate views contribute to forming a position on the topic 	<ul style="list-style-type: none"> Develop strategies to accumulate a text in parts (chunks) that connect to make a key point, set historical background, or develop or support a statement on the position of the United States, other country, or political/social claim Write an objective summary of parts of a text to identify the function of the part and its relationship to other parts of the text Assess how point of view or purpose shapes the content and style of a text
<p>Interacting with Multiple Texts: Integration of Knowledge and Ideas</p>	<ul style="list-style-type: none"> Gather relevant information from multiple sources Create a works-cited page to provide proper documentation Apply knowledge of text structures, text features, genre, and bias to examine how ideas and events can be conveyed differently by different authors and publications 	<ul style="list-style-type: none"> Connect the themes in literature to historical events and foundational concepts and beliefs established by the Constitution and other foundational documents Through analysis of paired foundational documents of historical or literary significance, identify the relationship between the documents and the influences they still hold for Americans or writers/readers of today's social and political events Through analysis of paired foundational documents and a range of informational texts, identify a topic/idea to research and extend current thinking about the themes and concepts in the foundational documents 	<ul style="list-style-type: none"> Through analysis of a foundational document of legal significance and a contemporary political speech, identify the relationship between the document and the influences it still holds for Americans or writers/readers of the world today Through analysis of <i>The Bill of Rights</i> and a range of informational texts, including a contemporary political speech, identify a topic/idea to research and extend current thinking about the themes and purposes of the foundational document Consider individuals' responsibilities to protect rights 	<ul style="list-style-type: none"> Connect the themes in literature to current social issues, historical events and beliefs established by foundational documents Through analysis of paired foundational documents of historical or literary significance, identify the relationship between the documents and the influences they still hold for global citizens or writers/readers of today's world Through analysis of paired foundational documents and a range of informational texts, identify a topic/idea to research and extend current thinking about the themes and concepts in the foundational documents

Readers Workshop Unit of Study

12th Grade – Informational Reading

Abstract

WHAT IS AN INFORMATIONAL READING UNIT?

In an informational reading unit, students engage in a personal inquiry related to an overarching theme (e.g. core democratic values, individual rights, or social issues), building research and reading skills and strategies. Their research develops an informed view, which will be the starting point for the informational writing unit, which follows.

ASSESSMENT

Assessment will include both formative and summative tasks that students create across the unit to provide a range of evidence of their growth.

FORMATIVE ASSESSMENTS: Growth of students as readers will be assessed in three ways: 1) Annotated readings and multi-draft reading handouts; 2) exit slips; and 3) annotated text pairings. Students will begin the unit reflecting upon their skills as readers. Periodically, they will stop and write brief metacognitive reflections on changes in their reading strategy use and the impact on comprehension.

SUMMATIVE ASSESSMENTS: Students will write a metacognitive reflection about their developing skills and theme knowledge from the unit. They identify their growth in their ability to read informational texts and make connections. They also narrow their lists of possible topic choices for the writing unit that follows.

STUDENT OUTCOMES

The 9th grade unit focuses on text features and structures in informational texts, which lead students to the informational writing unit that follows.

The 10th grade unit focuses on multi-draft reading of a variety of informational texts (video, graphics, print, online texts) and connected literature relating to core democratic values and civil disobedience.

The 11th grade unit focuses on multi-draft reading of a variety of informational texts (video, graphics, print, online texts) and connected literature relating to American rights.

The 12th grade unit focuses on the multi-draft reading of a variety of informational texts (video, graphics, print, online texts) and connected literature relating to social problems.

The essential questions for this unit are similar to each other in that they ask students to identify:

What are historically significant social issues?

Which social issues are relevant to me?

Who is responsible for social problems?

How does a social issue connect to foundational documents?

How are foundational documents, informational texts, and literature connected?

How do I read difficult historical texts?

How do artists explore and challenge social problems? (Artists include photographers, poets, essayists, painters, graphic designers, novelists, short story writers, song writers, journalists, etc.)

Students practice reading a variety of sub-genres related to the overarching theme and make connections between the ideas and notice difference between the sub-genres. Multi-draft reading will be taught with each of these sub-genres. Students practice their approach to reading as they are building knowledge about the subject they are studying. They will use this knowledge in the informational writing unit that follows.

TEACHER DECISIONS FOR UNIT IMPLEMENTATION

This unit serves as a single model of an informational reading unit. We recommend that teachers study and understand the intent of the lesson series. The lessons have a purposeful sequence, but it may require that teachers make adjustments in pacing or decisions

about extension activities. Please see the resources section for other sources to deepen your understanding of informational reading instruction. Teacher selection of model texts is an important step to be considered before the unit begins.

UNIT ORGANIZATION

The unit weaves three concepts that accelerate informational reading. The concepts are interrelated and recursive rather than appearing as separate parts of the unit. Students continually reflect on their thinking and interactions with texts and with other readers as they monitor their reading.

The three concepts are:

- Developing strategies for close reading: key ideas and details
- Analyzing genre: craft and structure
- Interacting with multiple texts: integration of knowledge and ideas

The work in this unit is vertically aligned and extends prior learning with the expectation that students can apply the repertoire of decisions taught in previous grades.

Instructional Sequencing, Scaffolding, and Pacing:

Daily pacing of the unit's sessions is based on a 50-minute class period. Individual teacher pacing will change based on duration of the class period, student population, familiarity with content, process, and/or instructional practices.

Instruction scaffolds students through a four-tiered process.

1. **Teaching Point:** Teacher models the strategy, process, skill, or habit of mind using a mentor text written by the teacher, students, and/or published writers or other materials.
2. **Active Engagement:** Students rehearse the writing, thinking and/or critical reading or viewing just modeled by the teacher.
3. **Independent Practice:** Students complete a mini-task independently or in small collaborative groups. During independent practice, the teacher confers with individuals or small groups to assess student performance to differentiate the lesson and task. Teacher may stop the independent practice to adjust the mini-task and/or session teaching point or for planned teaching points that extend or deepen student performance.
4. **Share:** Students share to read, examine, analyze and/or reflect on the range of responses created by other students. Sharing also enables students to self-monitor effective strategy use. The teacher may also share an exemplar to reinforce or enhance the session's teaching point(s) and student enactment.

Standards

CCR Anchor Standards for Reading: Literature	
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
CCR Anchor Standards for Reading: Information	
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [17 th , 18 th , and 19 th Century documents of historical and literary significance]
10	Read and comprehend complex literary and informational texts independently and proficiently.
CCR Anchor Standards for Writing	
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening	
1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
Language	
6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overview of Sessions and Teaching Points

Unit Title: Analytical Reading of Multiple Sources: Inquiry and Problem Solving

Unit Description (overview):

In the informational reading unit, students will develop skills and strategies to engage in close reading of complex texts to develop analytical skills and strategies, while moving from a variety of literature genres to a variety of nonfiction genres. These include foundational documents from American History, multi-media, and visual texts. As students read and analyze multiple texts, they will build background knowledge about the social issues; they will analyze texts for bias and point of view in readers and writers of texts; they will explore the influence of great leaders, historical events, and cultural situations on writers and readers of literature and informational texts; and they will extend this thinking as they research topics of personal interest. In addition, students will self-monitor the skills, habits, strategies, and processes they use to set goals and reflect on their growth.

Pre-Unit Performance Task

Task 1: Reflective Survey Of Reading Skills, Habits, Strategies, and Processes.

Students take a reflective survey to identify their strengths and areas of challenge. This information will establish a baseline of their knowledge about reading informational texts and their habits while reading informational texts. This survey is based on the three concepts from the Common Core State Standards:

- Developing strategies for close reading: key ideas and details
- Analyzing genre: craft and structure
- Interacting with multiple texts: integration of knowledge and ideas

Students will set goals during the unit and write a reflection at the end of the unit.

Task 2: On-Demand Close Reading

Students will read and annotate a text pair to establish a baseline of their independent habits while reading informational texts. Students will use this pre-unit on-demand reading to set goals during the unit and to reflect on growth after the unit.

Teaching Points

1. Readers apply their knowledge of historical and cultural contexts to the reading of literature since literature is heavily influenced by the time and place in which it was written.
2. Readers of informational text use a multi-draft approach to analyze texts. They pay close attention to craft decisions as they view visual texts.
3. Readers of informational text use a multi-draft approach to analyze texts. They evaluate an author's implied or stated claim(s) and evidence in informational print text.
4. Readers of informational text use a multi-draft approach to analyze texts. They pay close attention to the images and illustrations to evaluate the author's claim(s) and evidence in a graphic text.
5. Readers apply reading and writing strategies and emerging knowledge on a topic to work independently.

Mid-Unit Formative Assessment Task

Readers apply reading and writing strategies and emerging knowledge on a topic. Students apply their analysis skills as they read two texts related to a social issue. They write three paragraphs: a summary of each text and a paragraph of response which details their interaction with the texts.

6. 6.1 Readers approach difficult texts various times, each with a different purpose to discover what is meant and how the text influences the reader's views.
6.2 Readers use strategies to decipher the challenging vocabulary in a seminal or foundational text.
7. 7.1 Readers explore a variety of texts to discover interests and gain expertise on a topic.
7.2 Readers evaluate the validity of Internet-based texts
8. Students reflect upon their learning about a topic. They make the connections between multiple texts.

Post-Unit Summative Assessment Task

Students reflect upon their learning about a topic. They make the connections between multiple informational texts.

This reflection is based on the three concepts from the Common Core State Standards to assess reading growth:

- Key Ideas and Details

- Craft and Structure
- Integration of Knowledge and Ideas

Task List:

1. **Annotated Bibliography.** See handout
2. **Topic Identification and Interest:** *What social issues are important to me?* After reading literature and informational texts on a variety of social issues and doing a quick survey of online texts, write a paragraph that answers the task question and explains your interest in the topics you identified which are related to social issues. Explain why you would like to do further research on these social problems. Support your discussion with evidence from the texts.
3. **Reading Process Reflection:** Write a reflection that answers the prompt below about the skills and strategies you use when you read and explain how this work has affected your learning and reading process. Review your Pre-Unit Assessment Survey and Indicate which strategies you use before, during and after reading. **Prompt:** Over the course of this unit, how have I changed in my ability to read effectively in 2 areas listed below?
 - Identify central idea
 - Cite key details and explain evidence
 - Analyze craft and structure to identify author intent
 - Integrate knowledge and ideas within or across texts

9. Informational text readers subscribe to RSS feeds in order to obtain information on a topic from frequently updated works, such as news services, websites and blogs.

Teaching-Point Alignment with Concepts		
Developing strategies for close reading: key ideas and details	Analyzing genre: craft and structure	Applying context: integration of knowledge and ideas
1, 2, 3, 4, 6	2, 3, 4, 6	1, 3, 4, 5, 6, 7, 8

Post-Unit Assessment Rubric

	Highly Proficient	Proficient	Developing	Attempting
Identify central idea	States a complex central idea that addresses multiple meanings intended by the author.	States a relevant central idea.	States a somewhat relevant central idea.	States a central idea.
Cite evidence	Cites multiple specific details that serve as key evidence. Uses language from the text.	Cites 2 specific details. Uses language from the text.	Cites 1-2 details (general information) from text.	States general summary of text.
Explain evidence	Explains evidence by connecting evidence in multiple ways to the central idea.	Explains evidence by connecting evidence to the central idea.	Summarizes evidence or restates central idea.	States general summary of text.
Analyze craft and structure	Names craft or structure used and explains purpose or function.	Names craft or structure used and effect on reader.	Names craft or structure used.	
Integrate knowledge and ideas within and across texts	Connects ideas in two texts through analysis of craft, structure, or historical evidence.	Connects ideas in two texts to identify similarities and differences.	Makes reference to two texts sets.	
Reflective reading process	Always uses strategies before, during and after reading.	Frequently or effectively uses strategies before, during and after reading.	Occasionally uses strategies before, during and after reading.	Infrequently or never uses strategies before, during and after reading

Pre-Unit Assessment Task

Task 1: Reflective Survey Of Reading Skills, Habits, Strategies, and Processes.

Students take a reflective survey to identify their strengths and areas of challenge. This information will establish a baseline of their knowledge about reading informational texts and their habits while reading informational texts. This survey is based on the three concepts from the Common Core State Standards:

- Developing strategies for close reading: key ideas and details
- Analyzing genre: craft and structure
- Interacting with multiple texts: integration of knowledge and ideas

Students will set goals during the unit and write a reflection at the end of the unit.

Task 2: On-Demand Close Reading

Students will read and annotate a text pair to establish a baseline of their independent habits while reading informational texts. Students will use this pre-unit on-demand reading to set goals during the unit and to reflect on growth after the unit.

NOTE TO TEACHER: Select two informational texts you believe students will not have read in previous classes. Select texts that require inferences and the central idea of the text is not stated in the first two paragraphs. Use authentic informational texts. A selection of possible paired texts is included here, but you can use any paired informational texts you prefer:

- <http://www.upworthy.com/how-to-eat-to-live-instead-of-living-to-overeat?c=ufb1>
- <http://www.psychologytoday.com/articles/200305/sadness-and-overeating>
- <http://awesome.good.is/infographics/infographic-what-foods-are-most-susceptible-to-food-fraud/453>
- <http://www.npr.org/blogs/thesalt/2013/03/26/175377244/food-fraud-database-lets-us-all-play-detective>

Pre-Assessment Rubric

	Proficient <i>Student has skills and strategies to engage with informational reading at a sophisticated level.</i>	Developing <i>Student has skills and strategies to engage with informational reading. Support and lesson adjustment will be required.</i>	Attempting <i>Student has skills and strategies to begin to engage with informational reading. One-to-one support and lesson adjustment or re-teaching will be required.</i>
Identify central idea	States a relevant central idea.	States a somewhat relevant central idea.	States a central idea.
Cite evidence	Cites 2 specific details. Uses language from the text.	Cites 1-2 details (general information) from text.	States general summary of text.
Explain evidence.	Explains evidence by connecting evidence to central idea.	Summarizes evidence or restates central idea.	States general summary of text.
Reflective Reading Process	Frequently or effectively uses strategies before, during and after reading.	Occasionally uses strategies before, during and after reading.	Infrequently or never uses strategies before, during and after reading.

PRE-UNIT ASSESSMENT INFORMATIONAL READING

Task 1: Pre-Unit Survey of Reading Habits

BEFORE READING INFORMATIONAL TEXTS		Never	Occasionally	Frequently	Regularly
1	I glance at or through the text to identify strategies I know and can use to read the text.				
2	I preview the text to identify the topic and think about what I already know about the topic.				
3	I notice the text features (e.g., photos, graphics, title, fonts, captions) to identify how challenging the text will be.				
4.	I notice the text features (e.g., photos, graphics, title, fonts, captions) to predict a possible central idea to set a purpose for reading.				
While READING INFORMATIONAL TEXTS					
5	I notice words that are challenging and use one or more of the following strategies to manage these words:				
	a. Skip challenging word(s).				
	b. Look up challenging word(s).				
	c. Use the context or look for information to clarify the word(s).				
6	I identify the words that seem important and do one of the following:				
	a. Identify how these important words are connected to my own knowledge or other parts of the text.				
	b. Identify how these words convey the author's tone.				
7	I identify important lines and annotate my thinking about why they are important or how they connect to the topic or the central idea.				
8	I connect information or identify places in the text that make the central idea or purpose clear.				
9	I notice the way the text is structured to do one or more of the following:				
	a. Identify the parts of a text.				
	b. Predict, ask questions, or clarify the function of the part.				
	c. Identify the relationship of the parts to make connections across the text.				
AFTER READING INFORMATIONAL TEXTS					
10	I identify what I already knew and the new ideas, information or thinking that has emerged from reading the text.				
11	I identify how the text has changed:				
	a. My view on the topic or the knowledge I have on a topic.				
	b. My understanding of the views of others who think differently from me.				
	c. The habits or process I use to read and think.				
12	I compare or contrast this text with another text I have read.				

PRE-UNIT ASSESSMENT INFORMATIONAL READING

Task 2: Pre-Unit Survey of Reading Habits

Make your reading and thinking habits visible as you read two informational texts. Use any reading/thinking strategies that you know and value. Answer the short-answer questions before and after reading.

TEXT 1 TITLE: _____

BEFORE READING

1. What do you already know about the topic of this text? _____

AFTER READING (If you need more space, use the back of the sheet to complete your answer.)

2. What is the central idea? Cite and explain two details that support your answer. _____

TEXT 2 TITLE: _____

BEFORE READING

1. What do you already know about the topic of this text? _____

AFTER READING (If you need more space, use the back of the sheet to complete your answer.)

2. What is the central idea? Cite and explain two details that support your answer. _____

3. After looking at your survey of reading habits and your performance on this reading task, what is a goal you have for your reading?

	Session 1																											
Concept	<ul style="list-style-type: none">Developing strategies for close reading: key ideas and detailsInteracting with multiple texts: integration of knowledge and ideas																											
Teaching Point	Readers apply their knowledge of historical and cultural contexts to the reading of literature since literature is heavily influenced by the time and place in which it was written.																											
Preparation	<p>Make sure students have completed the pre-unit assessment tasks.</p> <p>Select and copy a poem and a memoir excerpt for the mini-lesson and active engagement.</p> <p>Select and copy a poem and a memoir excerpt for the independent practice mini-task.</p> <p>Copy the MY THINKING—OUR THINKING handout, included after this session. It is designed to be front-back on a single sheet of paper.</p> <p>Optional: You might want to print out and post the essential questions on a wall to help students connect the work across sessions.</p>																											
Suggested Materials	<p>A list of global social issues is listed on the United Nations Website: https://www.un.org/en/globalissues/</p> <p>Another list of social issues:</p> <table><tbody><tr><td><ul style="list-style-type: none">AddictionsAlcoholArab-Israeli PeaceArab-Western RelationsBusinessCorporate ResponsibilityCruelty to AnimalsDemocracyDrugsEducationElderlyEnvironmentFood - from personal to globalFreedomGay & Lesbian RightsHomelessnessHealthHunger and FoodHuman RightsImmigrants</td><td><ul style="list-style-type: none">LaborLobbyingMaterialismMuslim-Western RelationsPeacePolicePovertyPrisonsRacismResponsible BusinessRightsSchoolsSeniorsSmokingSubstance AbuseSweatshopsTerrorismWomenWorkWorld Hunger & Poverty</td></tr></tbody></table> <p>You might want to visit some of the following websites for lists of social issues and other helpful links.</p> <ul style="list-style-type: none">http://www.heartsandminds.org/issues/index.htmhttp://www.multcolib.org/homework/sohc.htmlhttp://www.jervislibrary.org/yaweb/socialissues.htmlhttp://library.cqpress.com/cqresearcher/http://www.aclu.org/ <p>You can select poems and memoir excerpts from a historical period that are related to a single social problem. The poems and memoirs listed below are all related to poverty, but you can model with any social problem or texts that you choose.</p> <table><thead><tr><th>Author</th><th>Genre</th><th>Historical Period</th><th>Title</th><th>URL</th></tr></thead><tbody><tr><td>Bob Hicok</td><td>Poetry</td><td>Current</td><td>“Calling Him Back From Layoff”</td><td>http://www.poetryfoundation.org/poem/242198</td></tr><tr><td>Countee Cullen</td><td>Poetry</td><td>Harlem Renaissance</td><td>“Saturday’s Child”</td><td>http://www.poetryfoundation.org/poem/171340</td></tr><tr><td>William Waring Cuney</td><td>Poetry</td><td>Harlem Renaissance</td><td>“Hard-time blues”</td><td>http://www.poetryfoundation.org/poem/238160</td></tr><tr><td>Langston</td><td>Poetry</td><td>Harlem</td><td>“Mother to Son”</td><td>http://www.poetryfoundation.org/poem/177021</td></tr></tbody></table>	<ul style="list-style-type: none">AddictionsAlcoholArab-Israeli PeaceArab-Western RelationsBusinessCorporate ResponsibilityCruelty to AnimalsDemocracyDrugsEducationElderlyEnvironmentFood - from personal to globalFreedomGay & Lesbian RightsHomelessnessHealthHunger and FoodHuman RightsImmigrants	<ul style="list-style-type: none">LaborLobbyingMaterialismMuslim-Western RelationsPeacePolicePovertyPrisonsRacismResponsible BusinessRightsSchoolsSeniorsSmokingSubstance AbuseSweatshopsTerrorismWomenWorkWorld Hunger & Poverty	Author	Genre	Historical Period	Title	URL	Bob Hicok	Poetry	Current	“Calling Him Back From Layoff”	http://www.poetryfoundation.org/poem/242198	Countee Cullen	Poetry	Harlem Renaissance	“Saturday’s Child”	http://www.poetryfoundation.org/poem/171340	William Waring Cuney	Poetry	Harlem Renaissance	“Hard-time blues”	http://www.poetryfoundation.org/poem/238160	Langston	Poetry	Harlem	“Mother to Son”	http://www.poetryfoundation.org/poem/177021
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	Hughes		Renaissance		
	David Lewis	Memoir, essay, poetry, fiction	Harlem Renaissance	<i>The Portable Harlem Renaissance Reader</i>	
	Jeannette Wall	Memoir excerpt	Current	<i>The Glass Castle</i>	
	Frank McCourt	Memoir excerpt	1930 & 1940s Ireland	<i>Angela's Ashes</i>	
	Gary Soto	Memoir excerpt	Current	"The Jacket"	
	Katherine Boo	Memoir excerpt	Current	<i>Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity</i>	
<p>Helpful websites on close reading:</p> <ul style="list-style-type: none"> Kylene Beers and Robert Probst discuss close reading: http://www.youtube.com/watch?v=6SRqZk7WkBI http://snapguide.com/guides/do-a-close-reading/?exp=01&utm_expid=56347960-25&utm_referrer=http%3A%2F%2Fwww.scoop.it%2Ft%2Fcommon-core-state-standards-smusd%2Fp%2F3999208607%2Fhow-to-do-a-close-reading%3F_tmc%3DeW3xEAyQbn3Fi3zZc1HeN3DSrUAXLEaOSco-Kxjoil 					
Essential Question(s)/ Lesson Framing Quotes	<ul style="list-style-type: none"> What are historically significant social issues? Who is responsible for social problems? How are foundational documents, informational texts, and literature connected? How do artists explore and challenge social problems? (Artists include photographers, poets, essayists, painters, graphic designers, novelists, short story writers, song writers, journalists, etc.) 				
Active Engagement	<p>Teacher models and thinks aloud: Ask the essential question to establish a collaborative inquiry of two artistic genres: poetry and memoir: How do artists expose and challenge social issues?</p> <p>A second, related question that you might also discuss: Who is responsible for social problems?</p> <p>First-Draft Reading of the text: CIRCLE historical details. Identify details that place the poem in history: historical events, society, and/or culture</p> <ul style="list-style-type: none"> What details in the literature/art indicate a period in history? Cite the details that describe the period in history. What do I know about this period in history or the society and culture of that time? <p>Second Draft Reading: Underline words, phrases, or lines that are examples of craft decisions (metaphor, simile, repetition, diction, etc.) that define the author's intentions. Write a marginal note that briefly state the possible intent/meaning of the words, phrases or lines.</p> <p>Third Draft Reading: Do two things to examine the structure and identify the possible purpose for these structural decisions.</p> <ul style="list-style-type: none"> Star and draw an arrow to the line that creates a shift in the focus, place, person, or emotion of the poem/memoir. Label the shift and its possible purpose in the margin. Bracket key or repeated words/lines or a stanza/paragraph that seem to state or imply the central idea of the poem/memoir. Label the idea suggested in these lines or stanza/paragraph. <p>Use these annotations to explain how the poem is an example of an artist exposing or challenging a social problem and your reactions (emotional and intellectual) to the poem's central idea.</p> <ul style="list-style-type: none"> How is this literature/art an example of exposing or challenging a social problem? What craft or structural decisions does the writer use to protest events of that time period or place? <p>What are your reactions to the literature? Explain what details in the text caused you to react in these ways.</p> <p>Teacher Note: Use the same multi-draft reading approach for memoir excerpts. If you copy the excerpt, students can annotate it in the same way as they do poetry.</p> <p>Turn and Talk, instructions for students: Read a memoir excerpt. Annotate the excerpt. Then compare your thinking with a partner and identify the historical period, key craft decisions and their purpose, and key shifts or structural decisions and their purpose. Then state the central idea of the memoir excerpt in</p>				

	<p>preparation to share your thinking with the class.</p> <p>Report Out: Discuss the findings of student pairs.</p>
Independent Practice	<p>Mini-task, directions for students: Independently analyze another set of texts. Read a poem and read a memoir excerpt. Do a multi-draft reading of the two texts provided to complete the My Thinking side of the MY THINKING—OUR THINKING Handout.</p> <p>Mid-Workshop Shift to Collaborative Inquiry: Is a role of art to protest social issues? Form a group with 2-3 partners. Compare your answers and take notes on the range of thinking in the group. Discuss the essential question and determine an answer. Identify an individual to report out for the group.</p>
Share	Whole-Class Discussion/Report Out: Discuss the views of the student groups.
Metacognitive Exit Slip	What literature that you have viewed recently could be classified as challenging a social problem? Do you agree or disagree with the view of the artist(s)? Explain your answer by providing examples from the text and details from current events.

LITERATURE ANALYSIS: OTHERS' THINKING	
<p>What details in the literature/art indicate a period in history? Cite the details that describe the period in history.</p> <p>Poem:</p> <p>Memoir:</p>	<p>What do I know about this period in history or the society and culture of that time?</p> <p>Poem:</p> <p>Memoir:</p>
<div style="border: 2px solid black; border-radius: 15px; padding: 10px; display: inline-block;"> How do artists expose and challenge social issues? </div>	
<p>How is this literature/art an example of exposing or challenging a social problem? What craft or structural decisions does the writer use to protest events or situations of that time period or place?</p> <p>Poem:</p> <p>Memoir:</p>	<p>What are your reactions to the literature? Explain what details in the text caused you to react in these ways.</p> <p>Poem:</p> <p>Memoir:</p>

	Session 2																												
Concept	<ul style="list-style-type: none"> Developing Strategies for Close Reading: Key Ideas and Details Analyzing Genre: Craft and Structure 																												
Teaching Points	2.1 Readers of informational text use a multi-draft approach to analyze texts. They pay close attention craft decisions as they view visual texts.																												
Preparation	<ul style="list-style-type: none"> Select a short video text. Decide upon how much of the video to show (full text or an excerpt) and choose the time points that will be designated as the beginning, middle, and end sections. Select and copy 3-4 additional photographs to create a set for the independent practice mini-task. Copy enough sets of the 3-4 photographs for the number of students in groups in your room. Create small groups for the independent mini-task. Copy the MY THINKING handout for the video excerpt, included after this session. Copy the MY THINKING—OUR THINKING handout for the independent practice on photography. It is designed to be front-back on a single sheet of paper, and is included after this session. Optional: If you think that your students are unfamiliar with the craft decisions that “writers” of videos/photos make, create a list with your class for them to use during this lesson. 																												
Suggested Materials	<ul style="list-style-type: none"> A helpful website about analyzing nonverbal texts: http://www.edutopia.org/blog/CCSS-analyzing-complex-nonverbal-texts-todd-finley Projector or overhead for modeling your annotating during the think-aloud. Possible samples to use (these are all on poverty): <table border="1"> <thead> <tr> <th>Genre</th><th>Historical period</th><th>Location</th></tr> </thead> <tbody> <tr> <td>Video</td><td>Current</td><td>CBS News’ Tavis Smiley: Poverty is the new slavery (2 minutes) http://www.cbsnews.com/8301-3445_162-57476855/tavis-smiley-poverty-is-the-new-slavery/</td></tr> <tr> <td>Video</td><td>Current</td><td>Frontline: Poor Kids (Choose an excerpt from the 54 minute video.) http://video.pbs.org/video/2306814133/</td></tr> <tr> <td>Video</td><td>Current</td><td>Bono’s TEDtalk on poverty. (You may want to choose an excerpt from this 14 minute video) http://www.ted.com/talks/bono_the_good_news_on_poverty_yes_there_s_good_news.html</td></tr> <tr> <td>Video</td><td>Current</td><td>The Story of Broke (8 minutes) http://www.youtube.com/watch?v=G49q6uPcwY8</td></tr> <tr> <td>Photo</td><td>Current</td><td>www.americanpoverty.org</td></tr> <tr> <td>Photo</td><td>Current</td><td>http://photobank.unesco.org/exec/index.htm?lang=en</td></tr> <tr> <td>Photo</td><td>Current</td><td>http://blogs.reuters.com/photographers-blog/tag/poverty/</td></tr> <tr> <td>Photo</td><td>Current</td><td>http://lightbox.time.com/2011/11/17/below-the-line-portraits-of-american-poverty/?iid=lb-gal-viewagn#1</td></tr> </tbody> </table>		Genre	Historical period	Location	Video	Current	CBS News’ Tavis Smiley: Poverty is the new slavery (2 minutes) http://www.cbsnews.com/8301-3445_162-57476855/tavis-smiley-poverty-is-the-new-slavery/	Video	Current	Frontline: Poor Kids (Choose an excerpt from the 54 minute video.) http://video.pbs.org/video/2306814133/	Video	Current	Bono’s TEDtalk on poverty. (You may want to choose an excerpt from this 14 minute video) http://www.ted.com/talks/bono_the_good_news_on_poverty_yes_there_s_good_news.html	Video	Current	The Story of Broke (8 minutes) http://www.youtube.com/watch?v=G49q6uPcwY8	Photo	Current	www.americanpoverty.org	Photo	Current	http://photobank.unesco.org/exec/index.htm?lang=en	Photo	Current	http://blogs.reuters.com/photographers-blog/tag/poverty/	Photo	Current	http://lightbox.time.com/2011/11/17/below-the-line-portraits-of-american-poverty/?iid=lb-gal-viewagn#1
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Essential Question(s)/ Lesson Framing Quotes	<p>How do artists explore and challenge social problems? (Artists include photographers, poets, essayists, painters, graphic designers, novelists, short story writers, song writers, journalists, etc.)</p> <p>“Wealthy men can't live in an island that is encircled by poverty. We all breathe the same air. We must give a chance to everyone, at least a basic chance.” – Ayrton Senna</p>																												
Active Engagement	<p>Teacher models and thinks aloud: Ask the essential question to establish a collaborative inquiry of several informational genres: speech/video, news reporting, and/or photography. How do informational writers, speakers, and photographers explore and challenge social issues? Watch the video using a Two-Draft Reading Process.</p> <p>First Draft Reading: Watch the video without stopping. Then identify the central idea or purpose of</p>																												

	<p>the video. Point out one or two details that seem especially important or influential.</p> <p>Second Draft Reading: Answer the questions that you used to study a text in Session One by watching just one portion of the video and filling in the boxes that provide details that answer the questions. All boxes might not be filled for each section.</p> <p>Continue viewing the video section by section.</p> <ul style="list-style-type: none"> • MIDDLE—Partners think aloud and come to agreement. • Report Out and answer questions. • END—Individuals think aloud and share their thinking with a partner. <p>Report out and answer questions.</p>
Independent Practice	<p>Mini-task, instructions for students: Independently analyze another set of texts (photographs). Do a first and second draft reading of the one text provided to complete the graphic organizer on the essential question.</p> <p>Mid-Workshop Shift to Collaborative Inquiry, instructions for students: Form a group with 3-4 partners. Compare your texts and answers and take notes on the range of thinking in the group.</p>
Share	<p>Whole-Class Discussion/Report Out: How is their approach to educating or providing news a protest on a social issue?</p> <p>Discuss the views of the student groups.</p>
Metacognitive Exit Slip	<p>What is the responsibility of individuals and/or groups who publish their art, report on events in the world, or speak in public presentations?</p> <p>Goal Setting: What strategy seems most effective for you as you identify the central idea? What do you do that you want to continue doing? What do you want to change?</p>

MY THINKING: Video- Tavis Smiley: Poverty is the new slavery

	Beginning [Time: From 0:00 to 0:33]	Middle [Time: From 0:33 to 1:07]	End [Time: From 1:07 to 2:07]
What details in the speech indicate a period in history or historical event? Cite the details that describe the period in history or event.			
What do I know about this period in history or the society and culture of that time? What questions do I have?			
How is this speech an example of a social problem? What craft or structural decisions does the speaker or photographer use to expose or challenge a social problem of that time period or place?			
What are your reactions to the speech? Explain what details in the text(s) caused you to react in these ways.			

MY THINKING: (Video of teacher choice)

	Beginning [Time: From 0.00 to ____]	Middle [Time: From ____ to ____]	End [Time: From ____ to ____]
What details in the speech indicate a period in history or historical event? Cite the details that describe the period in history or event.			
What do I know about this period in history or the society and culture of that time? What questions do I have?			
How is this speech an example of a social problem? What craft or structural decisions does the speaker or photographer use to expose or challenge a social problem of that time period or place?			
What are your reactions to the speech or photographs? Explain what details in the text(s) caused you to react in these ways.			

MY THINKING: Photography

	Images: Color, Size, Location, Relationship	Words
What details in the photos indicate a period in history or historical event? Cite the details that describe the period in history or event.		
What do I know about this period in history or the society and culture of that time? What questions do I have?		
How is this photography an example of exposing or challenging a social problem? What craft or structural decisions does the photographer use to protest events of that time period or place?		
What are your reactions to the photography? Explain what details in the text(s) caused you to react in these ways? What might be other reactions to the photography?		

MY THINKING: Analyze Multiple Texts

What details in the speech and/or photos indicate a period in history? Cite the details that describe the period in history.

What do I know about this period in history or the society and culture of that time?

How do artists expose or challenge social issues?

How is this speech or photography an example of exposing or challenging a social issue? What craft or structural decisions does the speaker or photographer use to protest situations or events of that time period or place?

What are your reactions to the speech or photography? Explain what details in the text(s) caused you to react in these ways?

OUR THINKING: Analyze Multiple Texts

What details in the speech and/or photos indicate a period in history? Cite the details that describe the period in history.

What do I know about this period in history or the society and culture of that time?

How do artists expose or challenge social issues?

How is this speech or photography an example of exposing or challenging a social issue? What craft or structural decisions does the speaker or photographer use to protest events of that time period or place?

What are your reactions to the speech or photography? Explain what details in the text(s) caused you to react in these ways?

	Session 3										
Concept	<ul style="list-style-type: none"> Developing Strategies for Close Reading: Key Ideas and Details Analyzing Genre: Craft and Structure Interacting with Multiple Texts: Integration of knowledge and ideas 										
Teaching Points	Readers of informational text use a multi-draft approach to analyze texts. They evaluate an author's implied or stated claim(s) and evidence in informational print text.										
Preparation	<ul style="list-style-type: none"> Select and copy two printed texts (news articles, blog posts, website articles/posts) on the topic of a social issue. Ideally, you will select topics that your students will not want to research in Session 7. Some articles are listed below, or you can research and choose other printed texts that represent examples of global social issues. Copy the MY THINKING—Alternate Cornell Notes and Summary handout, included after this session. Prepare Chart Paper and markers for small group analysis. 										
Suggested Materials	<p>Choose print texts on any social issues to use as your model and for active engagement and independent practice. Some possible places to find texts are listed below. You will probably need to choose excerpts from the rather long articles found at these URLs:</p> <table border="1"> <thead> <tr> <th>Social Issue</th><th>URL</th></tr> </thead> <tbody> <tr> <td>Loss of biodiversity</td><td>http://www.globalissues.org/article/171/loss-of-biodiversity-and-extinctions</td></tr> <tr> <td>Climate change and global warming</td><td>http://www.globalissues.org/issue/178/climate-change-and-global-warming</td></tr> <tr> <td>Racism</td><td>http://www.globalissues.org/article/165/racism</td></tr> <tr> <td>Food and Agriculture</td><td>http://www.globalissues.org/issue/749/food-and-agriculture-issues</td></tr> </tbody> </table>	Social Issue	URL	Loss of biodiversity	http://www.globalissues.org/article/171/loss-of-biodiversity-and-extinctions	Climate change and global warming	http://www.globalissues.org/issue/178/climate-change-and-global-warming	Racism	http://www.globalissues.org/article/165/racism	Food and Agriculture	http://www.globalissues.org/issue/749/food-and-agriculture-issues
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Racism	http://www.globalissues.org/article/165/racism										
Food and Agriculture	http://www.globalissues.org/issue/749/food-and-agriculture-issues										
Essential Question(s)/ Lesson Framing Quotes	<ul style="list-style-type: none"> What are historically significant social issues? How are foundational documents, informational texts, and literature connected? How do artists explore and challenge social problems? (Artists include photographers, poets, essayists, painters, graphic designers, novelists, short story writers, song writers, journalists, etc.) <p>In a country well governed, poverty is something to be ashamed of. In a country badly governed, wealth is something to be ashamed of. - Confucius</p> <p>Poverty is the worst form of violence. - Mahatma Gandhi</p>										
Active Engagement	<p><i>The text choices are complex in their own ways. Read each text 3 times. A suggested approach to rereading in multiple drafts is provided.</i></p> <p>Teacher models and thinks aloud: Draft 1: Reading for the gist and central idea.</p> <ul style="list-style-type: none"> Draw arrows to details, (images and words) that seem important. <p>Label these details by briefly stating what the image or words suggests.</p> <p>Draft 2: Reading to identify key facts and details. Students do this.</p> <ul style="list-style-type: none"> Put a star in the margin to indicate the line that contains important information. Label the information to quickly summarize a key fact and/or detail. <p>Report Out: Discuss the summaries.</p>										
Independent Practice And Small Group Work	<p>Independent Reading: Draft 3: Reading to identify the range of reader responses. Instructions for students.</p> <ul style="list-style-type: none"> Identify details that a reader might be drawn to, based on a personal view. Circle details that connect to you and your point of view. Consider your life experiences and identify facts and details that might suggest how this problem might have an impact on your life or the lives of friends and family members. Draw a square around facts and details that connect to one of the points of view listed on the MY THINKING Group Handout 										

	Small Group Analysis: MY THINKING Small Group Chart (model provided)
Share	Report Out: Compare and discuss the MY THINKING Charts.
Metacognitive Exit Slip	<p>How does the age, socio-economic status, job, education, political, and/or religious beliefs and other experiences or values impact the way one reads an informational article? How can a reader selectively read an informational article to support their personal view and miss the central idea of the article?</p> <p>Goal Setting: What did you learn about your approach to reading that you will change while reading the second article? How might this change impact your reading, your ideas about the topic, or your group work?</p>
Extension	<p>Independent Reading:</p> <p>Using a multiple draft reading process, read a second print article independently. Complete MY THINKING handout and do small group analysis chart as well.</p> <p>Report out: Discuss and compare small group MY THINKING charts.</p>

MY THINKING—Alternate Cornell Notes and Summary (*Summarization in Any Subject*, Rick Wormeli)

Main Idea	Evidence from Text

Summary: 5—7 sentences that capture the central idea. Support your thinking with evidence found in the text(s). Reflect and comment on what you learned.

Model of Small Group Chart: Descriptors for the point of views can be altered to meet the range of views your students could imagine. Model some possible point of view (audience) descriptors based on article and student population. Allow students to create 2 or 3 descriptors.

OUR THINKING: Understanding Informational Texts Through the Lens of the Reader	
<p>Reader Response—Point of View 1: 90-year-old white male; retired, factory worker, Catholic</p> <p>Cite Evidence:</p>	<p>Reader Response—Point of View 2:</p> <p>Cite Evidence:</p>
<div style="border: 2px solid black; border-radius: 25px; padding: 20px; margin: 10px auto; width: 80%;"> <p>Objective 5-7 sentence summary of article.</p> </div>	
<p>Reader Response—Point of View 3:</p> <p>Cite Evidence:</p>	<p>Reader Response—Point of View 4:</p> <p>Cite Evidence:</p>

	Session 4
Concept	<ul style="list-style-type: none"> Developing Strategies for Close Reading: Key Ideas and Details Analyzing Genre: Craft and Structure Interacting with Multiple Texts: Integration of knowledge and ideas
Teaching Point	Readers of informational text use a multi-draft approach to analyze texts. They pay close attention to the images and illustrations to evaluate the author's claim(s) and evidence in a graphic text.
Preparation	<ul style="list-style-type: none"> Select three infographics related to the same social issue. Print or create document/copies for overhead, Smart Board, or doc cam. Prepare copies of the selected infographics or infographics of your own choosing and the MY THINKING--Summarizing handout, which is included after this session.
Suggested Materials	<p>Poverty:</p> <ul style="list-style-type: none"> http://visualoop.tumblr.com/post/28905944397/the-invisible-poor http://visualoop.tumblr.com/post/5041659402/the-cost-of-being-poor http://visualoop.tumblr.com/post/27279539734/poverty-in-the-u-s-by-the-numbers <p>Water issues:</p> <p>http://www.seametrics.com/blog/wp-content/uploads/2012/06/waterrichvswaterpoor.jpg</p> <p>http://epicr.com/2010/11/five-must-see-water-infographics/</p> <p>Websites with information about infographics in general:</p> <ul style="list-style-type: none"> http://www.coolinfographics.com/ http://davidwarlick.com/graphicaday/ http://learning.blogs.nytimes.com/tag/infographics/
Essential Question(s)/ Lesson Framing Quotes	<ul style="list-style-type: none"> What are historically significant social issues? Which social issues are relevant to me? How are foundational documents, informational texts, and literature connected? How do artists explore and challenge social problems? (Artists include photographers, poets, essayists, painters, graphic designers, novelists, short story writers, song writers, journalists, etc.) <p>It is the mark of a truly intelligent person to be moved by statistics. - George Bernard Shaw</p>
Active Engagement	<p><i>The text choices are complex in their own ways. Read each text 3 times. A suggested approach to re-reading in multiple drafts is provided.</i></p> <p>Teacher models and thinks aloud: Draft 1: Notice Images</p> <ul style="list-style-type: none"> Complete the MY THINKING handout by noticing and describing the images in the infographic In parentheses, state a possible meaning or purpose for the image. <p>Directions for students: Turn and Talk: With a partner, do a Draft 2 reading: Notice Words.</p> <ul style="list-style-type: none"> Complete the MY THINKING handout by noticing the words and listing them in the Words Column. After each word, state if it provides historical information. <p><i>In parentheses, state a possible meaning or purpose for the word(s).</i></p>
Independent Practice	<p>Independent Reading: Reread the infographic and your notes. Write a summary of the infographic.</p> <p>Small Group Analysis: MY THINKING Small Group Chart (model provided)</p>
Share	Compare and Discuss the MY THINKING Charts.
Meta-cognitive Write	<p>Reflect on the goal you set at the end of Session 3.</p> <p>(Below) Answer the questions that follow the Goal-Setting Task.</p> <p>Goal Setting: What did you learn about your approach to reading that you will change while reading the second infographic? How might this change impact your reading, your ideas about the topic, or your group work?</p> <p>What goal did you set before you read the infographics in Session 4? What actions did you take before, during or after reading to achieve that goal? How effective was your approach?</p>
Extension	<p>Independent Reading:</p> <p>Using a multiple draft reading process, read a second infographic independently. Complete MY THINKING handout and do small group analysis chart as well.</p> <p>Report out: Discuss and compare small group MY THINKING charts.</p>

MY THINKING—Alternate Cornell Notes and Summary (*Summarization in Any Subject*, Rick Wormeli)







Images: Describe the Image (suggest a possible meaning)	Word(s): List words: state historical information word provides (suggest a possible meaning)

Summary: 5—7 sentences that capture the main ideas and evidence found in the text(s). Reflect and comment on what you learned.

	Session 5
Concept	Interacting with Multiple Texts: Integration of Knowledge and Ideas
Teaching Point	Readers apply reading and writing strategies and emerging knowledge on a topic to work independently.
Preparation	Find two shorter texts that are texts of different sub-genres (i.e. one photograph and one print text) that relate to the same social issue. Prepare copies of the mid-unit assessment prompt
Essential Question(s)/ Lesson Framing Quotes	<ul style="list-style-type: none"> • What are historically significant social issues? • How are foundational documents, informational texts, and literature connected? • How do artists expose and challenge social problems? (Artists include photographers, poets, essayists, painters, graphic designers, novelists, short story writers, song writers, journalists, etc.)
Mid-unit assessment	Distribute texts and the prompt. Prompt: Perform a multi-draft read with your texts. Annotate the texts, applying the strategies you have practiced already in this unit. Next, write a paragraph summarizing each text. Write a third paragraph that extends your thinking by combining two or more of the following ways to interact with text: <ul style="list-style-type: none"> • connections to another text • questions that emerge • historical and/or socio-cultural connections • point of view • writer's craft and/or structural decisions • personal connections
Independent Practice	Students read and annotate the provided texts.
Assessment	Using the rubric provided, assess students' abilities to annotate and make sense of multiple texts.

Informational Reading: MID-UNIT FORMATIVE ASSESSMENT RUBRIC

	Highly Proficient	Proficient	Developing
Annotations and multi-draft read	Annotations reveal a multi-draft approach including: circling words, underlining, and marginal notes. Marginal notes show substantial thinking.	Annotations reveal a multi-draft approach including: circling words, underlining, and marginal notes. Marginal notes show thinking.	Annotations might reveal a single draft approach. Marginal notes are general and unspecific.
Summary	Well-developed paragraphs indicate most main ideas and evidence.	Paragraphs indicate some main ideas and some evidence.	Paragraphs indicate a lack of understanding of the main ideas and/or lack important details from the text.
Extending Thinking	Paragraph 3 demonstrates an extension of thinking by clearly combining two or more ways of interacting with the texts.	Paragraph 3 demonstrates an extension of thinking by combining two ways of interacting with the texts.	Paragraph 3 demonstrates an attempt to extend thinking with one type of interaction with the texts.

Session 6																							
Concept	<ul style="list-style-type: none"> Developing Strategies for Close Reading: Key Ideas and Details Analyzing Genre: Craft and Structure Interacting with Multiple Texts: Integration of knowledge and ideas 																						
Teaching Points	<p>6.1 Readers approach difficult texts various times, each with a different purpose to discover what is meant and how the text influences the reader's views.</p> <p>6.2 Readers use strategies to decipher the challenging vocabulary in a seminal or foundational text.</p>																						
Preparation	<ul style="list-style-type: none"> Copy primary speech transcripts. Copies should have right and left margin space for multi-draft reading annotations. We have chosen Lincoln's Second Inaugural Address and Lyndon B. Johnson's Remarks Upon Signing the Civil Rights Bill, but you could choose two other paired foundational documents. Select supplemental texts: both audio, transcription and visual texts if possible. Photography, posters, and art can all be viewed with a projector from the websites listed. Or create PowerPoint or Prezi of visual texts (optional). Create word clouds from the texts of each the foundational documents. www.wordle.net is one place to go to do this. 																						
Suggested Materials	<p>Helpful places for further information on teaching across the disciplines or literary nonfiction:</p> <p>http://www.literacyinlearningexchange.org/all-teachers-are-not-teachers-reading http://www.literacyinlearningexchange.org/disciplinary-literacy-why-it-matters-and-what-we-should-do-about-it http://www.literacyinlearningexchange.org/content-literacy-resources-0 http://www.edutopia.org/blog/gettysburg-address-common-core-standards-todd-finley http://www.literacyinlearningexchange.org/sites/default/files/building_insider_knowledge.pdf http://www.smithsoniansource.org/tea/viewdetails.aspx http://www.loc.gov/teachers/usingprimarysources/</p> <p>Helpful places to find many foundational documents to choose from:</p> <p>http://www.loc.gov/teachers/usingprimarysources/finding.html http://docsteach.org/documents https://itunes.apple.com/us/app/todays-document/id412969819?mt=8 http://www.smithsoniansource.org/display/primarysource/search.aspx</p> <table border="1"> <thead> <tr> <th>Location</th><th>Genre</th><th>Historical Period</th><th>Title or URL</th></tr> </thead> <tbody> <tr> <td>Website</td><td>Speech transcript</td><td>1865</td><td>  PRIMARY PAIRED TEXT President Lincoln's Second Inaugural Address http://www.bartleby.com/124/pres32.html </td></tr> <tr> <td>Website</td><td>Speech transcript</td><td>1964</td><td>  PRIMARY PAIRED TEXT President Lyndon B. Johnson's Remarks Upon Signing the Civil Rights Bill, 1964 http://www.lbjlibrary.net/collections/selected-speeches/november-1963-1964/07- </td></tr> </tbody> </table>			Location	Genre	Historical Period	Title or URL	Website	Speech transcript	1865	 PRIMARY PAIRED TEXT President Lincoln's Second Inaugural Address http://www.bartleby.com/124/pres32.html	Website	Speech transcript	1964	 PRIMARY PAIRED TEXT President Lyndon B. Johnson's Remarks Upon Signing the Civil Rights Bill, 1964 http://www.lbjlibrary.net/collections/selected-speeches/november-1963-1964/07-								
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Essential Question(s)/	<ul style="list-style-type: none"> What are historically significant social issues? How does a social issue connect to foundational documents? 																						

Lesson Framing Quotes	<ul style="list-style-type: none"> Who is responsible for social problems? How are foundational documents, informational texts, and literature connected? How do I read difficult historical texts? <p>“If we really wish to put an end to our ongoing international and social problems we must eventually declare Earth and all of its resources as the common heritage of all the world's people.”</p> <p>Jacque Fresco</p>
Active Engagement	<p>Teacher Note: Both foundational documents (Lincoln’s Second Inaugural Address and Lyndon B. Johnson’s Remarks Upon Signing the Civil Rights Bill) are complex in their own ways. Therefore, it is recommended that you chunk the texts into three or more parts for each draft of the reading. These chunks do not have to be the same length. Make your decisions about chunking the texts based on the reading abilities of your students and in places where the text seems to take a turn or begin a new idea. (You may choose another speech that deals with social issues, if you wish.)</p> <p>Teacher models and thinks aloud: Distribute copies of the speech transcripts and display your own copy.</p> <p>Draft 1: Reading for the Central Idea and Details in Chunks of the Text.</p> <ul style="list-style-type: none"> Read the chunk you plan to annotate. As you read, ask students to highlight words that seem to be emphasized. Think aloud as you re-read the chunk of text. Pause after each paragraph to determine each paragraph’s purpose. Annotate in the left margin about the type of details included in each paragraph: <ul style="list-style-type: none"> History: background knowledge, references to people, events from the past Current Events: news stories relevant to the occasion Views: the speaker’s ways of seeing the situation both past and present Statement: about the state of the union, the current position of America Foundational Knowledge: National Policy, Constitutional rights, democracy, American values, civil rights, etc. Identify sentences that connect multiple paragraphs and state a central idea for a chunk of the text. STAR and underline these sentences. Write a brief summary of the chunk in the margin. Summary will connect all the paragraphs in the chunk in the margin. Discuss the process and how labeling, connecting, and summarizing the chunk will increase reading comprehension of a long and complex historical text. <p>Model this process for two chunks.</p> <p>Paired Reading: Students will continue the annotating process modeled. With a partner, they will complete the summary of the next chunk.</p> <p>Report Out: Students discuss the labeling and summaries. Also, they will begin brief conversations on the message Lincoln is delivering. In what ways is his speech a representation of the times?</p>
Active Engagement	<p>Students independently continue the reading process.</p> <p>Report Out: With a partner, discuss the labeling and summaries. Also continue conversations on the message Lincoln is delivering. What ideas are being emphasized?</p>
Share	<ul style="list-style-type: none"> Display the Word Cloud as students discuss the diction in the speech. Which words are biggest (meaning most prevalent)? Find the five most used words in the transcript and highlight them. What is the effect of those word choices?
Meta-cognitive Exit Slip	<p>How did a first-draft reading process enable you to engage with and understand the text?</p> <ul style="list-style-type: none"> Write about one of the following options below. Be specific. Cite details from the text in your response to each item below. <p>Options</p> <ol style="list-style-type: none"> Discuss the ways you effectively engaged with a difficult and complex text while listening to the speech. How did listening, highlighting, and summarizing chunks of the text help you understand Lincoln’s central idea and purpose? Discuss the ways you identified and labeled the paragraphs in the re-reading and how this labeling supported you to identify the central idea and summarize the chunk. How did this reading process help you understand Lincoln’s central idea and purpose? <ul style="list-style-type: none"> Then set two reading goals you will manage and self-monitor while reading the next text.

Active Engagement 2	<p>Teacher models and thinks aloud: Think aloud as you model Draft 2 reading with the first chunk of the text.</p> <p>Draft 2: Reading for the Craft and Structural Decisions Used by the writer/speaker.</p> <p>Reread key sections of the speech to study the craft and structural decisions Lincoln used to engage his audience and to emphasize his key points.</p> <ul style="list-style-type: none"> ▪ Craft: Identify examples of the craft Lincoln uses in this passage as well as other passages. How does the craft contribute to meaning? Underline the craft and label its purpose in the left margin. Less is more in close reading of craft and structure in long texts. Identify two or three craft decisions that create emphasis and clarity of purpose (parallelism, repetition, transitional words and phrases, strong verbs, or other craft you identify) to ensure the reader can tell the distinct points he is making as well as tell the shifts in the content of the speech. ▪ Structure: Using the labels in the left margin, identify the structural organization in one chunk. Name the organizational pattern: list, problem-solution, cause-effect, comparison-contrast, definition. Create a theory suggesting why this organization pattern is effective and how it strengthens the central idea of the chunk. <p>Reintroduce teaching point 6.2: Readers use strategies to decipher the challenging vocabulary in a seminal or foundational text.</p> <ul style="list-style-type: none"> ▪ Deciphering challenging vocabulary: Model how words might be used differently in this historical context than what students are used to. What new meaning does this word seem to have in this context? (For example, the word “insurgent” may hold different connotations for students in today’s historical context than it did in Lincoln’s time.) Think aloud as you point out what the word might mean in Lincoln’s speech and how that might be different from what we would think of nowadays. <p>Paired Work. Using the same process, partners will identify the craft and structural decisions in a second chunk identified by the teacher.</p> <p>Report Out: Discuss the findings of pairs.</p>
Independent Practice 2	<p>Independent Work. Using the same process, individuals will identify the craft and structural decisions in a third chunk chosen by the student. Students also find five words that might be used differently in this historical context than what they are used to. What different meanings do these words seem to have in this context?</p>
Share	<p>Turn and Talk: Partners turn and talk to share and compare their findings.</p> <p>Report Out: Discuss the findings of individuals to draw conclusions about the patterns they are finding in Lincoln’s craft and structure as well as their ideas about the challenging vocabulary.</p>
Independent Practice 3	<p>Draft 3: Reading to consider the implications.</p> <p>Students re-read and review annotations to complete the MY THINKING: LINCOLN’S SECOND INAUGURAL</p>
Small Group Conversation	<p>Turn and Talk in Small Groups: Using your notes gathered during independent practice and completing the handout, discuss the essential questions below. Elect a recorder and reporter who will share your group’s thinking.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are historically significant social issues? • How does a social issue connect to foundational documents? • Who is responsible for social problems? • How are foundational documents, informational texts, and literature connected?
Share	<p>Whole Class Discussion on Essential Questions and Student Thinking</p> <ul style="list-style-type: none"> • Ask multiple groups to report their thinking and conclusions from the readings, citing evidence from the readings to support their thinking. • Students and reporters from student small groups use the handout analysis to answer and explore the essential questions.
Meta-cognitive Exit Slip	<p>How does multi-draft reading support you and challenge you to manage complex texts?</p> <p>Goal Setting: Name two habits you would like to adopt to use when reading the next foundational text. Explain why these habits will enable you to be an effective reader.</p>
Extension	<p>PAIRED READING—TEXT 2</p> <p>TEACHER NOTE: Read a second foundational document. In this unit on social issues, “Lyndon B. Johnson’s Remarks Upon Signing the Civil Rights Act” is recommended. Following the same lesson, instruct students how to read in a multi-draft process.</p> <p>Do the OUR THINKING—Analyze Multiple Texts to connect the two readings and allow students to draw conclusions and see historical connections to contemporary social problems.</p>

MY THINKING: Lincoln's Second Inaugural Address

What social problems does Lincoln address in his speech? What claims does he make about them?

Cite details in the text that support your answer.

How do foundational documents relate to current social problems?

- Who is responsible for social problems?

Does Lincoln's speech have an impact on your thinking about current social problems? What details create your reaction?

MY THINKING: Lyndon B. Johnson's Remarks Upon Signing the Civil Rights Bill, 1964

What social problems does Johnson address in his speech? What claims does he make about them?

Cite details in the text that support your answer.

How do foundational documents relate to current social problems?

- Who is responsible for social problems?

Do Lyndon B. Johnson's remarks have an impact on your thinking about social problems? What details create your reaction?

OUR THINKING: Analyze Multiple Texts

- How do foundational documents in American History spell out a citizen's role in resolving social problems? How do these texts spell out the government's role in resolving these problems?

- What evidence from these foundational documents supports your thinking?

How do foundational documents relate to current social problems?

- Who holds more responsibility for social problems, the government or individuals?

What are your reactions to the readings? Explain what details in the text(s) caused you to react in these ways.

	Session 7
Concept	Interacting with Multiple Texts: Integration of knowledge and ideas
Teaching Point	5.1 Readers explore a variety of texts to discover interests and gain expertise on a topic. 5.2 Readers evaluate the validity of Internet-based texts.
Preparation	<ul style="list-style-type: none"> Work with the media specialist to either arrange for your class to meet in the media center or have a cart of useful texts in your classroom that students might borrow. If you are really struggling with access to texts, you might prepare text sets on a variety of social issues that students choose. Prepare multiple copies of the handout “Reading a Range of Texts to Build Knowledge,” included after this session. They should be cut in half lengthwise to be used as bookmarks. Select a short nonfiction piece to model. As a model, we will use the Wikipedia article on the topic of poverty: http://en.wikipedia.org/wiki/Poverty Arrange to have a document camera or projector available to show the model article. <i>* It is likely this session will actually take a few days, so students have adequate time to read extensively about their chosen topics.</i> Prepare copies of the handout “Judging the Validity of Internet-Based Sources,” included after this session Arrange to hold your class in a computer lab so that students can navigate through Internet sources during the session. Locate some websites that would be good to examine for the purposes of this lesson. Have a projector available to project the website for all to see, or make copies of the pages from the website.
Essential Question(s)/ Lesson Framing Quotes	<p>What are historically significant social issues?</p> <p>Which social issues are relevant to me?</p>
Teaching Point 7.1	Readers explore a variety of texts to discover interests, gain expertise on a topic.
Active Engagement	<ul style="list-style-type: none"> Review the teaching point. Show students the <i>Wikipedia</i> article “Poverty.” Think aloud as you look at all of the sections of the text. Discuss what kinds of information one might find and what directions for other texts the article might lead a reader to locate for further reading. Notice: <ul style="list-style-type: none"> that the Contents are listed at the beginning of the article to show readers what subtopics to expect; the blue hyperlinks that allow users to find another article on that detail; the text features like photographs and graphics; the <i>See Also</i> category that includes a list of hyperlinks; the <i>Notes, Bibliography and External Links</i> sections that might offer directions for further reading. Discuss why an online or print encyclopedia might be a great starting point for investigating a topic, as it offers key words and ideas, and can point the user in other directions for a deeper understanding of the topic. <p>Fill out a sample bookmark to demonstrate how the bookmarks will be used to collect information. See model below.</p>
Independent Practice	Students read a variety of texts about their chosen topic, being sure to choose texts that are at appropriate reading levels. They should read from a variety of subgenres and find several texts that help them to build knowledge. They collect their findings on the “Reading a Range of Texts to Build Knowledge” bookmarks. This could also be done electronically if computers are accessible.
Share	<ul style="list-style-type: none"> In small groups, students summarize some of their findings about their chosen topics. They share what kinds of sources were the most helpful. In a class discussion (on the second day, if doing this lesson over a couple days), ask students to share where to find the various sub-genres of nonfiction and why they would use each particular type. Record findings on the board.
Teaching Point 7.2	Readers evaluate the validity of Internet-based texts.
Active Engagement	<ul style="list-style-type: none"> Review the teaching point. Explain that not all Internet sources are valid, trustworthy, or well founded. Many cannot be trusted for solid information. Students should always analyze the website to see whether it is a valid

	<p>resource to use.</p> <ul style="list-style-type: none"> • Distribute the handout “Judging the Validity of Internet-Based Sources.” <p>Teacher models and thinks aloud: Model the examination of a few websites for validity as the students follow along. Be sure to show one website that is valid and also one that does not pass the criteria for validity.</p> <p>With a partner, students analyze a self-selected website for validity.</p>
Share	Students could be asked to volunteer to share their findings with the whole class.
Independent Practice	Students surf the web and find a few related websites that they would like to examine for validity. They fill out their handouts for each website. (You could require more or fewer, depending upon time constraints and student familiarity with this type of work.)
Assessment	Handouts could be collected.
Extension	Students continue reading nonfiction texts about their chosen topic and collecting information on the “Reading a Range of Texts to Build Knowledge” bookmarks. They continue to evaluate those texts for their validity and possible future use in their research.

**Session 7: Reading a Range of Texts to
Build Knowledge**

Source:

Key points:

**Session 7: Reading a Range of Texts to
Build Knowledge**

Source:

Key points:

Interesting Quote:

Interesting Quote:

**Session 7: Reading a Range of Texts to
Build Knowledge MODEL**

Source: *en.wikipedia.org/wiki/poverty*

Key points:

The World Bank fights to reduce poverty.

Poverty used to be considered unavoidable.

*These factors are considered as part of
poverty:*

Precarious livelihoods

Excluded locations

Physical limitations

Gender relationships

Problems in social relationships

Lack of security

Abuse by those in power

Dis-empowering institutions

Limited capabilities

Weak community organizations

Interesting Quote:

*Poverty is the state of one who lacks a
certain amount of material possessions or
money.*

*Absolute poverty or destitution
refers to the deprivation of basic human
needs, which commonly includes food, water,
sanitation, clothing, shelter, health care and
education.*

*Relative poverty is defined
contextually as economic inequality in the
location or society in which people live.*

**Session 7: Reading a Range of Texts to
Build Knowledge**

Source:

Key points:

Interesting Quote:

Session 7: Judging the Validity of Internet-Based Sources handout*

Name:

Social problem being studied:

Part One-

Surf the web and find a three related websites that you would like to examine for validity. Fill out the handout for each website.

AUTHORITY	Web site title: Bibliographic citation: (Author's name/Title/Date of Publication/URL)	Web site title: Bibliographic citation: (Author's name/Title/Date of Publication/URL)	Web site title: Bibliographic citation: (Author's name/Title/Date of Publication/URL)
1. Is it clear who is responsible for the contents of this page?	Yes No	Yes No	Yes No
2. Is there a way of verifying the legitimacy of the page's sponsor? (Phone number or postal address to contact for more information?)	Yes No	Yes No	Yes No
3. Are the author's qualifications for writing on this topic clearly stated?	Yes No	Yes No	Yes No

ACCURACY			
1. Is there a bibliography or footnotes to show sources of information?	Yes No	Yes No	Yes No
2. Is the information free of grammatical, spelling and other typographical errors?	Yes No	Yes No	Yes No
3. If there are charts and/or graphs containing statistical data, are they clearly labeled and easy to read?	Yes No	Yes No	Yes No

OBJECTIVITY			
1. Is the purpose of the document clearly stated (to inform/explain; to persuade/advocate a position; to sell)?	Yes No	Yes No	Yes No
2. Does the website label the contents as fact or opinion?	Yes No	Yes No	Yes No
3. If there is any advertising on the page, is it clearly differentiated from the informational content?	Yes No	Yes No	Yes No

TIMELINESS			
1. Are there dates on the page to indicate when the page was written and/or last updated?	Yes No	Yes No	Yes No
2. Do graphs, charts, etc. clearly state the date the information was gathered?	Yes No	Yes No	Yes No

*Note: This checklist is adapted from Web Wisdom: How to Evaluate and Create Information Quality on the Web, copyright Jan Alexander and Marsha Ann Tate 1996-1999, and from the Website Validation Form from the Clarkston High School Media Center.

Part Two-The Believing and Doubting Game

After examining the website and answering “yes” or “no” to the checklist items, take a look at how many times you circled “yes,” and how many times you circled “no.” Now play Peter Elbow’s “Believing and Doubting” game. First pretend that you believe that the website is valid and explain why. Next pretend that you doubt that it is valid and explain why. Compare your responses and then decide whether the website is valid and therefore a trustworthy resource to learn from.

Why do you believe that website #1 is valid?

Why do you doubt that website #1 is valid?

- **Now that I have considered the validity of this website, I believe/don’t believe that website #1 is valid. (circle one)**

Why do you believe that website #2 is valid?

Why do you doubt that website #2 is valid?

- **Now that I have considered the validity of this website, I believe/don’t believe that website #2 is valid. (circle one)**

Why do you believe that website #3 is valid?

Why do you doubt that website #3 is valid?

- **Now that I have considered the validity of this website, I believe/don’t believe that website #3 is valid. (circle one)**

Session 7: Judging the Validity of Internet-Based Sources handout* - Model

Name:

Subject to study: *Frogs*

Part One-

Surf the web and find a three related websites that you would like to examine for validity. Fill out the handout for each website.

<p>AUTHORITY</p>	<p>Web site title: <i>Frogs</i></p> <p>Bibliographic citation: (Author's name/Date of Publication/URL) <i>Jim Spadaccini</i>, project manager, art direction, digital video & audio. <i>John Fowler</i>, layout, design. <i>Gary Crounse</i>, original exhibit graphics and elements <i>Lowell Robinson</i>, interactive exhibits. <i>Pearl Tesler</i>, author: "The Amazing Adaptable Frog" <i>Mary K. Miller</i>, author: "Inside the Lab and out in the Field" <i>Douglas Fox</i>, author: "Cold-blooded Solutions to Warm-blooded Problems" <i>Amy Snyder</i>, author & photographer: "Rayne, Louisiana: Frog City USA" <i>Noel Wanner</i>, author: "Frog Myths Across Cultures" <i>Khristine Page</i>, illustrator: "Frog Myths Across Cultures"/1999/ http://www.exploratorium.edu/frogs/</p>	<p>Web site title: <i>Lost world of fanged frogs and giant rats discovered in Papua New Guinea</i></p> <p>Bibliographic citation: (Author's name/Date of Publication/URL) <i>Robert Booth</i>/ September 7, 2009/ http://www.guardian.co.uk/environment/2009/sep/07/discovery-species-papua-new-guinea</p>	<p>Web site title:</p> <p>Bibliographic citation: (Author's name/Date of Publication/URL) <i>Unknown author/ unknown date of publication/</i> http://www.thefrog.org/</p>
<p>1. Is it clear who is responsible for the contents of this page?</p>	<p>Yes No</p>	<p>Yes No</p>	<p>Yes No</p>
<p>2. Is there a way of verifying the legitimacy of the page's sponsor? (Phone number or postal address to contact for more information?)</p>	<p>Yes No</p>	<p>Yes No</p>	<p>Yes No</p>
<p>3. Are the author's qualifications for writing on this topic clearly stated?</p>	<p>Yes No</p>	<p>Yes No <i>Journalist for a newspaper</i></p>	<p>Yes No</p>
<p>ACCURACY</p>			
<p>1. Is there a bibliography or footnotes to show sources of information?</p>	<p>Yes No</p>	<p>Yes No <i>But it's a newspaper article</i></p>	<p>Yes No</p>
<p>2. Is the information free of grammatical,</p>	<p>Yes No</p>	<p>Yes No</p>	<p>Yes No</p>

spelling and other typographical errors?			
3. If there are charts and/or graphs containing statistical data, are they clearly labeled and easy to read?	Yes No	Yes No	Yes No <i>No charts or graphs</i>
OBJECTIVITY			
1. Is the purpose of the document clearly stated? (To inform/explain; to persuade/advocate a position; to sell)	Yes No	Yes No	Yes No
2. Does the website label the contents as fact or opinion?	Yes No	Yes No <i>It's a newspaper, so it's implied.</i>	Yes No
3. If there is any advertising on the page, is it clearly differentiated from the informational content?	Yes No <i>No ads</i>	Yes No <i>It's along the side of the page.</i>	Yes No <i>No advertising</i>
Timeliness			
1. Are there dates on the page to indicate when the page was written and/or last updated?	Yes No	Yes No	Yes No
2. Do graphs, charts, etc. clearly state the date the information was gathered?	Yes No	Yes No	Yes No <i>No charts or graphs</i>

*Note: This checklist is adapted from Web Wisdom: How to Evaluate and Create Information Quality on the Web, copyright Jan Alexander and Marsha Ann Tate 1996-1999, and from the Website Validation Form from the Clarkston High School Media Center.

Part Two-The Believing and Doubting Game

After examining the website and answering “yes” or “no” to the checklist items, take a look at how many times you circled “yes,” and how many times you circled “no.” Now play Peter Elbow’s the Believing and Doubting Game. First pretend that you believe that the website is valid and write why. Next pretend that you doubt that it is valid and write why. Compare your responses and then decide whether the website is valid and therefore a trustworthy resource to learn from.

Why do you believe that website #1 is valid?

This website has clearly labeled creators, and a museum, Exploratorium, is the main website. The information has lots of bibliographic information, and this website is not set up to sell anything, only to educate people.

Why do you doubt that website #1 is valid?

The only reason to doubt the information is that some of the information was originally posted in 1999 and hasn't been updated since then.

- **Now that I have considered the validity of this website, I believe/don't believe that website #1 is valid.**

Why do you believe that website #2 is valid?

It's the companion website for an actual newspaper. It has the author and publication date clearly stated. There is contact information, the people interviewed for the article are clearly identified, and there are actual photographs from the place the frogs were discovered. It doesn't have spelling errors, and the ads are all located along the side of the page, separate from the article.

Why do you doubt that website #2 is valid?

There are ads on the page, but I would expect that in a newspaper.

- **Now that I have considered the validity of this website, I believe/don't believe that website #2 is valid.**


Why do you believe that website #3 is valid?

The photographs are great, and there are lots of interesting links and activities.

Why do you doubt that website #3 is valid?

There is no author information, no publication data, it's unclear whether this site is for education or something else, and it lacks any bibliographic information to indicate where the information is from.

- **Now that I have considered the validity of this website, I believe/don't believe that website #3 is valid.**

	Session 8
Concept	Interacting with Multiple Texts: Integration of knowledge and ideas
Teaching Point	Readers reflect upon their learning about a topic. They make the connections between multiple texts.
Preparation	<ul style="list-style-type: none"> • Secure access to a projector, butcher paper, or other way to chart your thinking that students can all see. • Have copies of the texts you will model with. They should be texts the students are already familiar with from previous lessons. • Prepare ahead of time to fill in several examples on the Venn diagram used in the active engagement. • Tell students to bring copies of texts from the last session to analyze today. • Prepare copies of the annotated bibliography handout, included after this session. • Prepare copies of the post-unit assessment, included after this session. • Prepare copies of the post-unit assessment rubric, included after this session.
Suggested Materials	Optional: Sticky notes could be used to have students record their connections between texts and then transfer them to the organizational document.
Essential Question(s)/ Lesson Framing Quotes	<p>What are historically significant social issues?</p> <p>How does a social issue connect to foundational documents?</p> <p>How are foundational documents, informational texts, and literature connected?</p>
Active Engagement	<p>Teacher models and thinks aloud: Model your thinking as you begin filling out a Venn Diagram (or any other organizational tool of your choosing). Make as many overlapping circles as needed. Label it with three (or more) of the texts that you have read. Model your thinking as you insert a few examples on the diagram and answer the following questions: What do these texts have in common? How do they differ? What conclusions might one come to when examining these similarities and differences?</p>  <p>Pair Work: Have students work in pairs to find at least one more similarity and one more difference to insert into the Venn Diagram. The pairs hypothesize about the implications of those similarities and differences.</p>
Independent Practice	Mini-task: Students create a Venn Diagram (or other organizational tool) from their own texts from the previous session and work independently to find as many examples of similarities and differences as they can. After completing the chart, they hypothesize about the implications of these similarities and differences.
Post-Unit Assessment	<p>Post-unit assessment task:</p> <ul style="list-style-type: none"> • Distribute copies of the annotated bibliography handout, included after this session. • Distribute copies of the post-unit assessment, included after this session. • Distribute copies of the post-unit assessment rubric, included after this session.
Metacognitive Exit Slip	Students write what they noticed when they organized their thinking about multiple texts. What did they notice as similarities and difference between their texts? What conclusions can they come to about these similarities and differences?

Post-Unit Summative Assessment Task

Students reflect upon their learning about a topic. They make the connections between multiple informational texts.

This reflection is based on the three concepts from the Common Core State Standards to assess reading growth:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Task List:

- 4. Annotated Bibliography.** See handout
- 5. Topic Identification and Interest:** *What social issues are important to me?* After reading literature and informational texts on a variety of social issues and doing a quick survey of online texts, write a paragraph that answers the task question and explains your interest in the topics you identified which are related to social issues. Explain why you would like to do further research on these social problems. Support your discussion with evidence from the texts.
- 6. Reading Process Reflection:** Write a reflection that answers the prompt below about the skills and strategies you use when you read and explain how this work has affected your learning and reading process. Review your Pre-Unit Assessment Survey and Indicate which strategies you use before, during and after reading. **Prompt:** Over the course of this unit, how have I changed in my ability to read effectively in 2 areas listed below?
 - Identify central idea
 - Cite key details and explain evidence
 - Analyze craft and structure to identify author intent
 - Integrate knowledge and ideas within or across texts

Post-Unit Summative Rubric: Tasks demonstrate student's use of reading process and reflection in an independent performance.

	Highly Proficient	Proficient	Developing	Attempting
Identify central idea	States a complex central idea that addresses multiple meanings intended by the author.	States a relevant central idea.	States a somewhat relevant central idea.	States a central idea.
Cite evidence	Cites multiple specific details that serve as key evidence. Uses language from the text.	Cites 2 specific details. Uses language from the text.	Cites 1-2 details (general information) from text.	States general summary of text.
Explain evidence	Explains evidence by connecting evidence in multiple ways to the central idea.	Explains evidence by connecting evidence to the central idea.	Summarizes evidence or restates central idea.	States general summary of text.
Analyze craft and structure	Names craft or structure used and explains purpose or function.	Names craft or structure used and effect on reader.	Names craft or structure used.	
Integrate knowledge and ideas within and across texts	Connects ideas in two texts through analysis of craft, structure, or historical evidence.	Connects ideas in two texts to identify similarities and differences.	Makes reference to two texts sets.	
Reflective reading process	Always uses strategies before, during and after reading.	Frequently or effectively uses strategies before, during and after reading.	Occasionally uses strategies before, during and after reading.	Infrequently or never uses strategies before, during and after reading

Annotated Bibliography Template

Topic	Genre	Title/Author/URL	Description of Text
Civil Rights	Art	Norman Rockwell, "The Problem We All Live With" http://www.ringling.org/uploadedFiles/Resources/Education/Details/InSearchofNormanRockwelldocentpacketfinal.pdf	This painting was in the 1964 Look magazine. It portrayed the forced integration of a school with a small black child walking between four men in suits with arm bands. The child was Ruby Bridges, who was the only black child to integrate William Frantz school in New Orleans.

	Session 9
Concept	Key Ideas and Details
Teaching Point	Informational Text readers subscribe to RSS feeds in order to obtain information on a topic from frequently updated works, such as news services, websites and blogs.
Preparation	Make arrangements to be in a computer lab. Practice setting up an RSS feed of your own.
Suggested Materials	<ul style="list-style-type: none"> Several different tools could be used to access an RSS feed. A few of them are: Google Reader: www.google.com/reader, Bloglines: www.bloglines.com/, Netvibes: www.netvibes.com/, or NewsGator: www.newsgator.com/ Other helpful resources: http://www.whatisrss.com/, http://email.about.com/od/rssreaderswin/tp/top_rss_windows.htm, http://www.nytimes.com/services/xml/rss/index.html,
Essential Question	Which social issues are relevant to me?
Active Engagement	<p>Explain that RSS (Really Simple Syndication) feeds are used to get constant updates from frequently updated works on the Internet. The information is compiled and subscribers can get the information from many sources all delivered to them in one place for easy reading, much like a magazine subscription that is delivered to your door—only this works digitally.</p> <ul style="list-style-type: none"> Model how you set up an RSS feed by actually setting up an account and subscribing to one or more feeds. Show students how to find relevant sites by using the aggregator's search function. Model how to access the feeds and read through the current postings. Describe how using this tool would help you to stay informed on a social problem of your choice.
Independent Practice	Students set up their own RSS feeds based on their social issue choices. They spend time reading posts that relate to their social issues. They will be able to use this information in the subsequent unit.
Share	Choose two or three students to use as positive models. Ask the students to state what they have discovered from their RSS feeds.

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